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1. University of Andra Faculty of Humanities and Education School education Department of Education Department of Education FINAL REPORT PROFESSIONAL PRACTICE III PROFESSOR: Noelia Parra - Yodays Antheses - C.I.: V-20151.050. Merida, 11/03/2016 2. 2 Table Content	3
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18 3 3 INTRODUCTION Teaching Professional Practice III, like previous ones, gives the student the opportunity as a future graduate in education to mention modern languages, participate as a practitioner, in various educational contexts, allowing him to gain experience in what will be his daily work, as well as teaching a second language. Escobar (2007), explains that the teacher, as the center of the practice process, must deal with several and simultaneous elements in his pedagogical work. On the one hand, it must demonstrate conceptual prowess over the content of each of the learning areas at which it will be performed. (p. 183) Therefore, professional practice plays a really important role in the professional development of the future graduate in the field of teaching a second language, as it is in this academic space that the student in teaching will be able to observe and acquire the training that will serve him in this learning process. Correa (2011), in a study he conducted on the experience of professional practice, explains that teachers believe that training is conducted in and through professional practice, and, in general, they consider this practice to be the only relevant moments of their learning (p. 78). This report describes how I participated as a practitioner at the Anglo-American Academy and what knowledge I gained throughout the process. Similarly, a number of concepts and theories used in internships are presented. 4. 4 SOCIOEDUCATIVE CONTEXT Professional Practice III was developed at the Anglo-American Academy. This facility is located on 40th Street, the sector of Gonzalo Picon. Yours it is a two-bedroom house, with large decorated spaces suitable for the number of students who take English courses at the academy. As I could see in the constitutional diagnosis, the Anglo-American Academy does not have the mission and vision clearly established within its rules of procedure, however, according to its administrative director Fidel Nunez, the mission and fundamental vision of the institute is to train students with academic quality, applying methods and methods approved by professionals in modern languages, tilting the process of teaching and learning English towards the British accent. The main objective is to create a national model of educational excellence, the impact of which will be reflected in each place where the citizen is trained on the basis that underpins the institution: superiority in knowledge, human superiority and national and local identity. While studying professional practice III, I worked with four groups of different levels and ages, one entry-level section (1), two entry-level sections (4) and one intermediate-level section (6). In total, I have been an intern with 34 students, who were always willing to help and learn together. The training consultant was Lusana Garcia, an exceptional man from whom I learned a lot by developing internships. The teacher of Lusana is not a graduate in modern languages as well as in modern languages, but the eight years of experience she has experienced in teaching and learning English have allowed her to gain knowledge in education, and today, she is developing very well in the development of her English lessons. The environment that I was in the Anglo-American Academy is quite pleasant, instructors, in addition to the highly qualified to teach meta-language, are open to new proposals, new ways of teaching the language. Although the academy requires in terms of the use of textbooks, for obvious reasons, all 5 instructors and interns can use a variety of educational resources if they allow better compression content being studied. In general, the people who work in this private institution are humanitarian people, dedicated, interested and responsible, as they feel committed to doing everything they can to ensure that students can truly communicate in English. EDUCATIONAL PURPOSE Before starting teaching professional practice III, I was very intrigued about what my development would be like during it, since by communicating with some colleagues who have already done so, I was warned that this stage would be much more demanding both in the hours to be performed and in the development of the practice as such. From the foregoing, I felt like starting and confirm on my own that my participation in it would have been. On the first day I visited this institution, I felt a little uncomfortable because I had not yet appointed any sections, but on the same day the Secretary spoke to the Academic Director and was able to establish which teachers did not have an intern, and that is how I was assigned to work with Professor Lusana Garcia. The same day I entered the classroom with a teacher and I was very attentive to what the methodology of teaching teachers and institutions is like. At that time, goals began to appear in terms of professional practice, because I realized that all classes should give them completely in the target language, which I had not experienced in previous practices or in any other course in which I taught English or French. As personal goals that have always been present in my practice were: 1. Develop all classes in English if you use, even if I could, native language. 2. Explore new teaching strategies adapted to private institutions where English is taught as a foreign language. For example, strategies applied to the use of textbooks, which are the main resource in the Anglo-American Academy. 6. 6.3 Improving my development as an English teacher, because in a previous practice the teacher who was taking the subject at the time advised me to be more delicate when interacting with students because I could not give much confidence, but also not to be very strict with them. 4. Ensure that students understand the importance of learning English and encourage them to continue on the path they have taken very aptly. 5. Get classes to stay just as fun, different, attractive and dynamic. 6. Establish a good relationship with the teacher. As for the goals that I set myself before I started internships in relation to the institution were: 1. Determine whether this work environment will draw me more attention to the work compared to the practice context of I and II. 2. Know what method of teaching was used in the institution. 3. During the administrative hours, watch as the payment that the students did for the courses was organized. CONCEPTS AND THEORIES This section will define the concepts and theories used related to the practice. During professional practice III, various concepts and theories relating to teaching and learning English as a foreign language were considered in institutions such as the Anglo-American Academy. Two of the most important were the Course and the work book. Similarly, concepts have been used as a communicative approach, because the academy is a method that is trying to develop in every class. It's also such concepts as: planning, purpose, professional practice, full implementation, dialogues. Teaching professional practice 7. 7 According to Escobar (2007), Master's Professional Practice is a complex process in which numerous factors converge that will influence the specificity of theories, guidelines, and policies; that is, in achieving educational goals (p. 183). Indeed, vocational practice training provides students with educational tools to train them as future teachers, and during internships students have the opportunity to function in a variety of educational contexts. English Teaching and Teaching Textbook. According to the Dictionary of Key Terms in Teaching English as a Foreign Language (ELE), a textbook is one of the tools used by an English teacher to teach a foreign language. Textbooks could facilitate learning and learning. Continuation of ideas developed in the dictionary. This is a printed document designed for the teacher to develop his program: it usually designs and organizes it by educators, i.e. selection, consistency and temporary organization of content; choice of supporting texts, design of events and evaluation exercises (p. 1). As can be seen from the previous paragraph, the textbooks are manuals, which are developed for use by teachers and students in the teaching and learning of English. On the other hand, they talk about the use of textbooks because sometimes teachers do not use them properly, which leads to the fact that the educational process becomes a difficult and unmotivated task for students. Kuyasina (quoted by Min Chow, 2010), argues that one of the main problems of textbooks is that they are structured in the same way from start to finish. In addition, the selected readings are very short and generally do not represent appropriate and realistic readings that correspond to language models that stimulate an understanding of the culture of the language being studied. On the other hand, Konstantinou (2011) explains that the use of books as the only source of support in teaching a foreign language leads teachers to lose their planning skills and end up teaching only that in 8. 8 Textbooks, not their students. Textbooks can be used as supporting materials, but not as a center of the educational process, as classes should not only stay in filling the book, study grammar or coloring images, but go further and address teaching and learning from different perspectives and approaches. Tomlinson's Work Book (2011), defines the book such as one that contains additional activities on topics that have been studied; almost always activities are designed so that students can write in a book. As a rule, work books are used by students for practice without the help of a teacher. These workbooks give students answers to activities or exercises at the end of the book, so the answers can be confirmed. Tomlinson Communicative Approach (2011), explains that the communicative approach is aimed at developing competence among students, allowing them to acquire the ability to communicate effectively in the target language. In other words, if students use what they have learned from the language to establish effective communication. According to the author, a weak communicative approach involves open teaching of language forms and functions to help students develop the ability to use them for communication. A strong communicative approach depends on providing practical language experience to students as the primary means of learning the use of language (p. 10). Planning according to Brunet (2010), planning is the organization of activities designed to achieve the goals or competencies of the class or course. Planning guides teachers before, during and after each class. Contrary to the author's ideas, planning divides it into three parts. 1. Preparation, of course, planning. 2. Course planning and competency assessment. 9. 9.3. And finally, training. Meta Gonzalez, Valle, Nunez and Gonzalez Prienda (1996) define the goal as an integrated model or model of belief, attribution and attachment/feeling that directs behavioral intentions (...) and which consists of different ways of approximation, commitment and response to the achievements of activities (...). These goals have been found to determine both the subjects' affective, cognitive and behavioral responses to success or failure, as well as the quality of its execution (...) (p. 46). In this sense, according to the authors mentioned above, educational goals are seen as those behaviors that students want to develop; three areas of knowledge, i.e. knowledge, conduct and everyday life. However, Marches (2008) explains that the goals are divided into four levels, namely. Common goals are defined as the selection and nodding of important components. Specific targets from which indicators arise to determine expected changes for each of the specific goals. Indicators will prepare what is expected to be achieved at the end of the learning process, assessing progress. Finally, levels of achievement are characterized by writing to varying degrees of learning. Education-based Argueta (p7) argues that competence-based education (...) is a new educational orientation aimed at responding to the information society (p. 3). In other words, using skills rather than goals, we try to adapt education to the modern needs of society. On the other hand, Komba and Mwandangi (2015) argue that a competency-based curriculum is a functional method of education that emphasizes the acquisition of useful knowledge and the assessment of the mastery of that knowledge, which is considered necessary for the effective functioning of individuals in society. In addition, Moshá (quoted by Komba and Mwanangi), 2015) claims that the program based on competence is aimed at 10. 10 Develop students' ability to know, learn, and learn and learn to work with others. ACTION Training Professional Practice III lasted ten weeks, which were divided into three stages. The first phase consisted of direct and frequently involved surveillance. At this stage, I met with groups with whom I will work in the process of teaching and learning in this subject. In the first days of my internship, I was a little nervous because I had never experienced teaching in private institutions before. However, the admission of students was quite helpful, which made me feel safe and comfortable in the upcoming classes. As soon as I started this experience I was making important notes that would serve me for the diagnosis class that I had to deliver at the end of the first three weeks. Similarly, I applied tools to the teacher to get much more timely information about what was going on in each class and what the teaching and learning method used in the Academy was. In addition, these first few weeks served me to gather information about the institution and the community next to it. After several weeks of observations, I moved on to the second stage, where I had to be an assistant teacher. The development of the second phase of this practice has been very productive and enriched. Professor Lusana helped me a lot at this stage, got involved as much as possible in working with students and activities that took place in the classrooms. It also gave me the opportunity to take a test class before the last stage, which served me significantly to establish a much closer relationship with the students. At this stage I had the opportunity to adjust the course of exams, to hold events with the teacher, so that students had real examples of dialogues, pronunciation, among other things. Finally, the final step was to take the course. While I was in these weeks I was able to do a few activities with the groups that I had in my charge. The first class was with a rather involved and charismatic group, students, despite being used for Prof. Lusana classes, were receptive to new strategies and 11. 11 New games. Classes with more interesting in the same way, however, there was not as much intimacy as with the group in the first class. In general, classes were based on textbooks, but they always performed additional classes so that students could have different classes. ANALYSIS OF THE LIVED The experience and experience I gained in performing recent practices was a lot, although the time seemed to be short. As I said earlier, before I started my internship, I was very nervous and at the same time wanted to start high school. When I got to the academy, I was always optimistic and never considered not going for anything possible, so I didn't feel comfortable being there. The knowledge gained is valuable and also serves me to compare and confirm what I really want to do after graduating in modern languages. On a personal level, I've learned that when you feel like doing something, it's done, even if you feel like you can't do it. I say this because it was not easy for me to be every Saturday from 9:00 am to 6:00 pm in the institution without being able to go to my village to visit my family while I was doing an internship. As for acquiring new knowledge, I had the opportunity to learn how to use textbooks for classroom training and to choose strategies that would serve to develop a communicative approach. I felt that I had improved my relationship with the students during my studies, because in previous practice I was not so friendly to the students. When I finished my previous practice, I was referring to the idea that I didn't want to end up teaching English or French because I felt that I wasn't patient enough for children and not for teenagers, it's absurd because I'm learning English, it's absurd because I'm learning English. However, he believed that if my destiny was to teach it would be in an institution like this where I did the internship. What I think I still need to learn is to be more innovative, to use the new tools that are at hand, and that help effectively achieve the goals I set before the class. 12. 12 INISIVE Thanks to the professional practice of I, II and III, today I can say that I have largely experienced several contexts in which I can return as a future teacher, coordinator or principal. On this occasion, Training Professional Practice III allowed me to experience new Teaching is governed by the parameters dictated by the institution that although they were not strict, they must be met as much as possible in order not to get out of the guidelines in a rebellious manner. Experience with different class groups helped me understand that all is not lost and that I can feel good by teaching small groups to students who love languages and learn there not because of commitment, but because they feel motivated and saw the importance of learning other languages. I don't mean that I don't like the problem of teaching large groups, even if they're all teenagers, but I believe that the experience with the sections that I had during Practice II didn't help me or maybe I was very closed, and I didn't let them get into a relationship other than a student teacher, a fellow student. RECOMMENDATIONS In general, the subject classes were quite interesting, especially because many doubts were clarified and many of the mistakes that I dragged during the race were corrected. However, I would like to take micro classes before taking the course so that together we can help each other and improve our learning performance. Similarly, I would like the classes to be in the target language because we are learning to teach English, French, Italian, but I realized that it is necessary that subjects related to the field of education be in one of the objective languages that we all have in common, because it allows us (as students) to stay in constant contact with the language and a way to improve our skills in it. 13. 13 Argudin Bibliographic references, Y. (s/f). Training based on competence. Restored from as.pdf Brunet, Y. (3rd Ed.). Planning pedagogy. Pedagog dossier. Restored from du_bourseourcesplanoursreferences/Planificacion_pedagogica.pdf Centro Virtual Cervantes. A dictionary of key terms in ELE. Received from Constantine, A. (2011). Role and use of coursebook books in the EFL. Restored after E. (2011). Teaching practice: the possibility of professional development. Educational Perspective, 50 (2), 77-86. Restored after I. Escobar, N. (2007). 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Received from 9NAU0J2_0xx0DB9sg-onepage-q-theories%20related%20to%20coursebook%2020%20EFL-f-1-fase 15. 15 PRI APPALS Planning is carried out in this matter in order to differentiate plans based on objectives and plans based on competence. Study Group (based on goals) Present perfect English Institute: Anglo-American Academy of Practice: Yodays Arntez Language: English Level: 4 (Elementary) Time: 3 Hours Date: 13/02/2016 Common Purpose: A student should be able to spend the ideal time present in English in various situations raised in the classroom, through group discussions and descriptions of their personal experiences. Specific: Goals Content (based on competencies) Conditioning Tools of the English Institute: Anglo-American Academy of Practice: Yodays Arntez Language: English Level: 5 (Intermediate) Time: 3 Hours Date: 13/02/2016 Competence: Describes wishes that could change your life if they became a reality using a conditional three English language and taking into account your grammatical building rules. The content of Strategy and Activities Resources Student should use the ideal current English language in describing personal experiences. Group discussion. The 30-point student should apply the grammatical structure of the ideal English present. By completing the proposals prayer construction Written test 10 points The student must recognize prayers in the ideal present English language. Dialogue Listen Checklist 10 items Observation 18. 18 Conceptual use of the conditional three English language. -Structural conditional three grammars: (If - subject - ideal past - supplement/subject - will/will not have - past participation and order). Home: -Explaining the goals that need to be achieved in this class. -Group discussion where students talk about their wishes. Development: -Performing grammar exercises, which reflect the conditional three English languages. -After performing exercises ask students what they think the grammar structure of the English language is to build a conditional three, starting with the exercises performed. Presentation of examples of different sentences with conditional three English languages. -interactive repetition of sentences with a conditional ito of English. -Reading about Stan Lee (Real Spider-Man) -Brainstorming about reading performed (why Stan Lee created this superhero, what are the superhero powers that his life is like, what his skills are) Close: -Writing 5 sentences related to desires that could change his life if they came true using a conditional three English. -Reading 5 sentences. -Markers: -Slant -Tablet -Textbook -Textbook -Procedural Cornetes -Building Sentences -Reading Articles using conditional three -Listen to interview Actitudes -Respect the opinions of your peers. -Work of the value group. -Actively participate in classes. 19. 19 Product Assessment Weighting Tools Development reflective use of conditional three English on how his life can be different if his desires come true. Reflects the use of conditional three English follow grammatical rules for the construction of a conditional three. Think about what will change in your life if your desires come true. Score a scale of 10 points 20 conditions 20 observational observations

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